# Senior 4 Consumer Mathematics (40S)
# Standards Test

# Administration Manual for Supervising Teachers

## Semester 2
## 2003–2004

Manitoba
Building for the Future

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Manitoba Education, Citizenship and Youth,
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## Preface

This *Administration Manual for Supervising Teachers* is distributed to teachers and administrators, and must be read prior to administering the standards test. The rules and guidelines in this manual must be strictly observed to ensure the consistency of standards test administration.

Please use this manual in conjunction with the registration package, the *Policies and Procedures for Standards Tests* handbook and the *Information Bulletin* (these documents are available on our website at: http://www.edu.gov.mb.ca/ks4/assess/publications.html) to gain a full understanding of the protocols and procedures associated with this test. This manual contains general information about the test, step-by-step instructions for each day of the test administration, and policies regarding absenteeism, lateness, violation of rules, etc.

If you encounter exceptional circumstances not addressed in this manual, or if you have further inquiries, contact Diane Courcelles, Administrative Officer, at 945-0831 or toll-free at 1 800 282-8069, extension 0831.

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# General Information

Manitoba Education, Citizenship and Youth develops all standards tests in collaboration with teachers from across the province. This standards test is based on the *Senior 4 Mathematics: Manitoba Curriculum Framework of Outcomes and Draft Senior 4 Standards* (2001) document.

The standards test is locally marked and counts for 30% of each student's final grade in the course. Student results on the test will be released to students according to local policy on the date designated by local jurisdictions.

All students enrolled in Senior 4 Consumer Mathematics (40S), except those who have been exempted, must write all three components of the Senior 4 Consumer Mathematics (40S) Standards Test during the scheduled dates and times. However, a student may rewrite a mandatory provincial standards test at any regularly scheduled administration without being registered in the course (see *Policies and Procedures for Standards Tests*, Section 3.1). **Students enrolled in Senior 4 Consumer Mathematics (45A) and (45B) are not eligible to write the standards test.**

Marking instructions are provided by the department immediately following test administration. School principals will receive the marking guides immediately following test administration. The *Written Test Marking Guides* are to be stored in a secure location until 12:00 noon on June 7, 2004.

Students are expected to write the standards test as scheduled near the end of the semester in which they take the course (e.g., January for first-semester courses, June for second-semester and full-year courses).

**All schools should receive the test materials for each part of the test prior to the test administration date.** The number of test booklets sent to each school is based on February 20, 2004, registration information provided by the school. Please advise Diane Courcelles, Administrative Officer, at 945-0831 or toll-free at 1 800 282-8069, extension 0831, immediately if the number of students registered to write the test has increased since registration.

Manitoba Education, Citizenship and Youth supports local marking by:

- training representatives from local jurisdictions to act as local marking co-ordinators;
- collecting and scanning all marker sheets from jurisdictions to provide them with test result summaries; and
- providing provincially-funded local jurisdictions with $10.00 for each test administered in accordance with the test schedule noted on the following page and marked locally. The calculation is based on the number of students whose completed marking scan sheets have been received.

## Features of the test

All students seeking credit in Senior 4 Consumer Mathematics (40S) must write all three components of the standards test during the scheduled dates and times (except for students enrolled in Consumer Mathematics 45A and 45B).

The Senior 4 Consumer Mathematics (40S) Standards Test consists of a Portfolio and Project both valued at 30% each, and a Written Test valued at 40% of the total standards test. Overall, the standards test accounts for 30% of each student's final mark.

English or French versions of the test are available for students enrolled in Senior 4 Consumer Mathematics (40S) or "Mathématiques du consommateur de secondaire 4 (40S)". The test is administered and locally scored and includes an optional Portfolio interview.

The provincial standards test is based on the student learning outcomes and standards found in the *Senior 4 Mathematics: Manitoba Curriculum Framework of Outcomes and Draft Senior 4 Standards* (2001) document, and is consistent with the test specifications outlined in the *Information Bulletin*. A copy of the *Information Bulletin* is posted on the Manitoba Education, Citizenship and Youth website at: http://www.edu.gov.mb.ca/ks4/assess/publications.html.

Please note that each student must have either a pre-printed or generic *Demographic Data Form* at the time of the Portfolio component (see samples Appendix III and IV, pages 33–34).

## Test schedule

The following table summarizes the schedule for the Senior 4 Consumer Mathematics (40S) Standards Test:

| Date | Component | Preparation Time | Time Required for Administration |
|---|---|---|---|
| Completed prior to June 7, 2004 | Portfolio | as needed* | as needed* |
| Between April 5 and 16, 2004 | Project | 10 minutes preparation and instructions for each session | three 60-minute sessions |
| Between 8:30 a.m. and 12:30 p.m. morning of June 7, 2004 | Written Test | 15 minutes preparation and instructions | 90 minutes |

**The Written Test component must be written between 8:30 a.m. and 12:30 p.m. on June 7, 2004.**

*See *Portfolio Guide for Teachers* for details.

## Shipping schedule

The three parts of the Senior 4 Consumer Mathematics (40S) Standards Test will arrive at schools/school divisions or districts in separate shipments each semester. The following table summarizes the shipping schedule for Semester 2.

| Semester 2 | To: Schools/School Divisions or Districts |
|---|---|
| March 5 | **Shipment #1: Early Semester**<br>*Administration Manual for Supervising Teachers*<br>*Portfolio Folders*<br>*Portfolio Guide for Teachers*<br>*Portfolio Scoring Sheets*<br>*Demographic Data Forms*<br>*Attendance Forms*<br>*Student Registration Update Form*<br>*Supervising Teacher Report*<br>Letter to principal and supervising teachers |
| March 26 | **Shipment #2: Mid-Semester**<br>*Project Resource Package* plus four extra *Project Resource Packages*<br>*Project Scoring Sheets*<br>Letter to principal<br>Letter to superintendent of school division or district |
| April 16 | **Shipment #3: Project Completion Date**<br>*Project Scoring Guide*<br>Letter to principal, supervising teachers and local marking co-ordinators |
| May 28 | **Shipment #4: Late Semester**<br>Sealed, shrink-wrapped bundle of *Written Test Student Booklets* plus four extra *Written Test Student Booklets*<br>*Written Test Resource Packages* (unnumbered and not shrink-wrapped)<br>*Written Test Scoring Sheets*<br>Labels for jurisdictions within the City of Winnipeg **OR** Xpresspost Flexipack envelopes for jurisdictions outside the City of Winnipeg<br>*Supervising Teacher Feedback Form*<br>*Principal Feedback Form*<br>*Local Marking Co-ordinator Feedback Form* (in packages to LMC only)<br>Letter to principal<br>Letter to superintendent of school division or district |
| June 7 | **Shipment #5: Test Date**<br>*Written Test Marking Guide*<br>Letter to principal and local marking coordinator |

| Semester 2 | To: Manitoba Education, Citizenship and Youth |
|---|---|
| | **One Shipment: End of Semester** |
| | Student Results*: |
| | *Portfolio Scoring Sheets* |
| | *Project Scoring Sheets* |
| | *Written Test Scoring Sheets* |
| | |
| | Administrative Information: |
| June 18 | *Attendance Forms* |
| | *Demographic Data Forms* |
| | *Student Registration Update Forms* |
| | *Supervising Teacher Feedback Form* |
| | *Supervising Teacher Report* |
| | *Principal Feedback Form* |
| | *Local Marking Co-ordinator Feedback Form* |
| | All damaged or misprinted booklets |

*Please **do not** ship student booklets to Manitoba Education, Citizenship and Youth.

# Policies for Standards Tests

Principals and supervising teachers should be aware that *Policies and Procedures for Standards Tests* handbook has been distributed to all schools and is also available on our website at: http://www.edu.gov.mb.ca/ks4/assess/publications.html. This handbook outlines current policies and procedures related to the administration of standards tests and reflects the principles and guidelines contained in *Principles for Fair Student Assessment Practices for Education in Canada (1993)*.

## Adaptations

Schools are asked to identify and submit requests for test adaptations **at the time of student registration**. These requests should be submitted on the *Request for Adaptations Form* included with the registration package. Following departmental review of the adaptation requests received, schools will be advised of the department's decision regarding these requests (see *Policies and Procedures for Standards Tests*, Sections 4.0, 4.1 and 4.2).

## Exemptions

Decisions for student exemptions that fall within the guidelines set out in *Policies and Procedures for Standards Tests* (Sections 5.0, 5.1 and 5.2) are made at the school level and do not require departmental approval. Schools are required, however, to report school-based exemptions on the *Student Exemption Report* included with the registration package. If additional student exemptions are needed after the registration deadline date, an additional *Student Exemption Report* should be submitted as soon as possible.

For exemptions that fall outside the parameters of policy and procedure guidelines, requests should be made **at the time of student registration**. Please submit requests in writing to Wenda Dickens, Acting Director, Assessment and Evaluation Branch, 71–1567 Dublin Avenue, Winnipeg, Manitoba R3E 3J5.

## Re-read provisions

As the reporting of individual student scores on locally marked standards tests is the responsibility of each local jurisdiction, the re-read policy for these tests is determined locally.

## Return of tests to students

Local jurisdictions decide whether to keep the test booklets or return them to students.

## Test confidentiality

Test materials must be kept secure and sealed until administration.

After each session, all materials are returned for safe-keeping to the secure area.

*Written Test Student Booklets* and *Project Resource Packages* must not be reproduced nor information from them communicated in any way until test administration is completed.

The *Written Test Marking Guides* are to be stored in a secure location until the test administration is complete.

### Portfolio component

The Portfolio package may be opened by teachers at any time. School staff are required to photocopy sufficient quantities of the *Student Organizer Sheet* and *Reflection Sheets* for the number of registered students.

All *Portfolio Folders*, scoring sheets, *Demographic Data Forms* and *Attendance Forms* must be accounted for and returned to a secure location in the school between test sessions.

### Project component

*Project Resource Packages* are to be kept secure until the morning of April 5, 2004, at which time the sealed packages may be opened by teachers. All resource packages (**used or unused**) must be accounted for and returned to a secure location in the school between test sessions.

### Written Test

Bundles of the *Written Test Student Booklets* and the *Written Test Resource Packages* are to be kept secure until the morning of June 7, 2004, at which time the sealed test bundles may be opened by teachers. All **used** test booklets must be accounted for and packaged for local marking.

## Student materials

### Portfolio component

Students should be instructed to work on their portfolios over time. It is recommended that extra copies of the *Reflection Sheets* be available to students. Refer to the *Portfolio Guide for Teachers* for specific details on materials students can use.

The *Portfolio Folders* (with pre-printed booklet numbers) should be kept in a secure location in the school until students are ready to insert their *Reflection Sheets* with work samples and submit the Portfolio for marking.

### Project component

Although the *Project Resource Package* contains sufficient research materials for students to complete the Project component, students may use any available resources and may research their Project between work periods. All *Project Resource Packages* must remain in a secure location in the school at all times. Refer to the *Project Resource Package* for specific details on materials students can use.

At the end of session 3, students submit their handwritten, typed or printed Project reports together with their *Project Resource Packages*. Student names should not appear on submitted materials. *Project Resource Packages* should be retained by the teacher until final marks have been released.

### Written Test

Students may use the following materials during the Written Test:

- HB lead pencil;
- eraser;
- ruler; and
- scientific calculator.

Students should be cautioned that calculators may not be shared during the Written Test and calculator batteries should be checked before the test begins.

Students are not permitted to exchange materials during the Written Test.

The following materials must **not** be used during the Written Test:

- dictionaries;
- graphing calculators;
- notes or textbooks; and
- computers (unless they are part of an approved adaptation).

## Students leaving the room

Students are expected to remain in the room for a minimum of 45 minutes from the start of the Written Test.

However, any student who must leave and re-enter the room should be accompanied by a replacement supervisor. This practice ensures that the supervising teacher can remain in the test room with the students at all times.

## Late arrivals

To avoid the opportunity for students to relay information during the Written Test, students may not enter the test room after the first 15 minutes of writing.

## Student absences

### Portfolio component

#### Interview approach

Students absent for their Portfolio interview may be permitted a re-scheduled interview at the discretion of the classroom teacher.

#### Contents approach

Students who do not submit a Portfolio on the due date stipulated by the classroom teacher may submit their work at a later date at the discretion of the classroom teacher.

### Project component

Students absent for any of the three sessions of the Project component of the standards test may be permitted a make-up session at the discretion of the classroom teacher. Make-up sessions must be administered using the same rules and procedures as regular test sessions.

### Written Test

The Written Test **cannot** be administered at a later date and reported as a standards test result.

Students who are absent on the day of the Written Test are governed by school or school division policy concerning student absences during final tests. The final mark for these students must be identified as a school-based assessment and evaluation practice only.

For the purpose of determining whether the requirement for a mandatory standards test has been met for graduation, completing 70% of the test (the Written Test plus one other component) will be deemed sufficient.

## Responding to student questions

Avoid making any directing/guiding comments during the Written Test, other than those required for distribution of materials and instructions to students.

No explanations, translations, rephrasing, clarifying statements or comments of a similar nature may be provided about the test content. Supervising teachers can, however, provide clarification regarding test taking rules or procedures.

If a student asks a question related to Written Test content, a suggested response is, "I'm sorry. I can't answer your question. Do your best with it."

Suspected errors in printing or wording should not be communicated to students unless specific instructions are received from the Assessment and Evaluation Branch. Please contact Neil Vadeboncœur, Assessment Consultant, at 945-6715 or toll-free at 1 800 282-8069, extension 6715 to report any suspected errors.

## Student transfers from one school to another

### Transfers in

When a student transfers into the school after completing the Portfolio or Project component in another school, the receiving supervising teacher records the new student on the *Student Registration Update Form*. The student completes a new *Demographic Data Form*. The receiving school should request the **original** *Portfolio Scoring Sheet* and/or the *Project Scoring Sheet* from the previous school.

The receiving school will need the scoring sheets to calculate a total mark for the Senior 4 Consumer Mathematics (40S) Standards Test.

The Assessment and Evaluation Branch will combine the scores for the student from both schools to create a report for the school in which the student is currently registered.

Department funding of $10.00 for each locally-marked test will be based on where the student completed the Written Test.

### Transfers out

When a student transfers out of the school after completing the Portfolio or Project component, record the student's name on the *Student Registration Update Form*.

Provide the receiving school with the **original** scoring sheets. The receiving school will need the score on the Portfolio and/or Project component to calculate a total mark for the Senior 4 Consumer Mathematics (40S) Standards Test.

## Violation of rules

The *Written Test Rules* are read aloud to students by the supervising teacher immediately before the Written Test (see Appendix I, page 31).

Document any violation of rules on the *Supervising Teacher Report*. This documentation should include:

- the test booklet number; and
- a description of the circumstances, including available evidence.

The student may be permitted to complete the test.

The consequences of any violation of rules is a local decision.

## Damaged or misprinted materials

Students should be assured that they will not be penalized for any obvious error in printing or wording. Local marking co-ordinators will be advised of any known errors before the marking session. Return the unused damaged or misprinted booklet(s) with the reports and forms being sent to the department immediately after the marking session.

### On test administration date

If a damaged or misprinted test booklet is discovered **at the start** of the test session:

- replace the damaged or misprinted test booklet with a new test booklet; and
- print "DAMAGED" on the test booklet cover and on the *Attendance Form*.

### During test administration

If a damaged or misprinted test booklet is discovered **during** the writing of the test:

- give the student a new test booklet (the student keeps the damaged or misprinted test booklet until the end of the session);
- instruct the student to continue responding to test items in the new test booklet;
- collect both test booklets at the end of the test session and ensure both booklets are kept together by bundling with an elastic band;
- cross out the existing booklet number on the new test booklet and change it to the original booklet number so that **all student responses are recorded under the original booklet number**;
- indicate on the *Attendance Form* that two booklets have been used for one student (see Appendix V, page 35); and
- record the damaged or misprinted test booklet number on the *Supervising Teacher Report*.

# Responsibilities of School Principals

It is the responsibility of the principals to ensure that the tests are kept confidential until test administration is completed.

Other responsibilities are listed below.

If test packages are not in your school on schedule, contact Diane Courcelles, Administrative Officer at 945-0831 or toll free at 1 800 282-8069, extension 0831.

Use the *Packing List* to confirm that all materials have been received. Count the shrink-wrapped test booklets to ensure that there are enough booklets for the number of students writing the test. Keep the shrink-wrapped test packages unopened until the morning of the test. If additional test materials are needed, immediately contact Diane Courcelles, Administrative Officer.

Store test materials in a secure area in the school.

Provide supervising teachers with a listing of MET numbers for the students registered to write the test. Call the Professional Certification and Student Records Unit at 1 800 667-2378 to obtain MET numbers for new students.

Make arrangements to meet the requirements of the adaptations approved for your students (see Adaptations, page 5 and *Policies and Procedures for Standards Tests*, Sections 4.0, 4.1 and 4.2).

Co-ordinate test scheduling and space requirements.

Minimize the frequency of school announcements during the Written Test.

Ensure that a replacement supervisor is available to accompany students who must temporarily leave the room.

Provide the *Project Resource Packages* and the Written Test materials to the supervising teacher on the morning of the designated test days.

Complete the *Principal Feedback Form* before the end of the Written Test session.

Advise the Assessment and Evaluation Branch of school closures or suspended school bus transportation services that occur on the test date(s) as a result of unusual or extenuating circumstances or inclement weather conditions. Please contact Neil Vadeboncœur, Assessment Consultant, at 945-6715 or toll-free at 1 800 282-8069, extension 6715.

# Responsibilities of Supervising Teachers

Supervising teachers administer the test using the step-by-step procedures outlined in the following section. There is a separate checklist for each component of the standards test.

## Checklist of Procedures (Portfolio)

| (check ✔) | **Advance Preparations** |
|---|---|
| | 1. Check with your principal to ensure that: |
| | – appropriate scheduling and allocation of space for the Portfolio component has occurred; |
| | – the Portfolio materials itemized on the *Packing List* have been received; and |
| | – a list of MET numbers for students registered for the standards test is available. |
| | 2. Photocopy sufficient quantities of the *Student Organizer Sheet* and *Reflection Sheets* for the number of students writing the test: |
| | – *Student Organizer Sheet* (1 per student); |
| | – *Career/Life Project—Reflection Sheet* (1 per student); |
| | – *Personal Income Tax Form—Reflection Sheet* (1 per student); |
| | – *Design and Measurement—Reflection Sheet* (1 per student); and |
| | – *Student Choice—Reflection Sheets* (3 per student). |
| | 3. Notify students in advance of the: |
| | – date and time of the Portfolio component for the interview approach (as applicable); |
| | – date and time of the submission of the Portfolio component for the contents approach (as applicable); |
| | – material(s) needed for the Portfolio; and |
| | – need for each student to record and retain the standards test (booklet) number assigned to them (located on the *Attendance Forms*).<br>Students must use the assigned number for all three components of the standards test. |
| | 4. Please note that the pre-printed *Demographic Data Forms* already have the students' names and MET numbers and should be distributed accordingly. |

| (check ✔) | **Prior to the Portfolio component** |
|---|---|
| | 1. Ensure that you have access to the following materials: |
| | – *Packing List*; |
| | – *Portfolio Guide for Teachers*; |
| | – *Portfolio Folders* (1 per student, pre-printed with individual student booklet numbers); |
| | – *Student Organizer Sheet* (1 per student); |
| | – *Career/Life Project—Reflection Sheet* (1 per student); |
| | – *Personal Income Tax Form—Reflection Sheet* (1 per student); |
| | – *Design and Measurement—Reflection Sheet* (1 per student); |
| | – *Student Choice—Reflection Sheets* (3 per student); |
| | – *Attendance Forms*; |
| | – *Student Registration Update Form*; |
| | – *Portfolio Scoring Sheets*; |
| NEW! | – *Demographic Data Forms* pre-printed or generic (in envelope provided for storage); |
| | – a list of MET numbers for students writing the test; |
| | – *Administration Manual for Supervising Teachers* (this document); and |
| | – *Supervising Teacher Report*. |
| | 2. Count the number of Portfolio covers. The number of Portfolio covers should equal the number requested by the school plus the additional 4 covers. The number of covers should also be identical to the number on the *Packing List*.<br>If you need to split a bundle of covers between classrooms, make a photocopy of the *Attendance Form*. Adjust each copy of the *Attendance Form* to reflect the covers being used in each classroom. |
| NEW! | 3. Remove the following from the envelope labelled "For the Return of Demographic Data Forms":<br>– pre-printed *Demographic Data Forms* in alphabetical order for every student registered to write the test. Ensure that the school name, school code, and MET numbers appearing on the pre-printed forms are accurate (see Appendix III, page 33); and<br>– generic *Demographic Data Forms* for students who joined the classroom after registration, and who are scheduled to write the test (see Appendix IV, page 34).<br>NEW! **Note:** Only **one** *Demographic Data Form* should be completed for each student. If a pre-printed *Demographic Data Form* exists for a student, that is the form that should be used. **DO NOT** complete a generic *Demographic Data Form* for that student. |
| NEW! | 4. Sort the pre-printed *Demographic Data Forms* for distribution. |

| | |
|---|---|
| | 5. Make arrangements per school policy to ensure that students who are exempted from writing the test are accommodated in an alternate setting. |
| (check ✔) | **Beginning the Portfolio component** |
| | 1. Distribute: |
| | – *Portfolio Folder* (1 per student); |
| | – *Student Organizer Sheet* (1 per student); |
| | – *Career/Life Project—Reflection Sheet* (1 per student); |
| | – *Personal Income Tax Form—Reflection Sheet* (1 per student); |
| | – *Design and Measurement—Explanation Sheet* (1 per student); |
| | – *Student Choice—Reflection Sheets* (3 per student); and |
| | – *Demographic Data Form* (1 per student). |
| | 2. Supervise the completion of the *Attendance Form* by ensuring that students print their name beside their standards test (booklet) number. They will need this number to write on their *Demographic Data Form* and each Portfolio *Reflection Sheet*.<br>**Note:** The *Attendance Form* is the only record connecting students' identities to all three components of the Senior 4 Consumer Mathematics (40S) Standards Test. |
| | 3. Read aloud instructions for completing the *Demographic Data Forms*. The instructions are found on the form itself. Direct students to print and shade in all information requested. Remind students to accurately record the program (English, French Immersion or Français). |
| | 4. Instruct students to write their standards test (booklet) number on each of their Portfolio *Reflection Sheets*. (This number is also used for the Project and Written Test.) |
| | 5. Instruct students to ensure that the standards test (booklet) number recorded on their *Demographic Data Form* is accurate **and** the same as the number recorded on the Portfolio *Reflection Sheets*. |
| | 6. Collect and stack the *Demographic Data Forms* in numerical order. |
| | 7. Collect and stack the *Portfolio Folders* in numerical order. |
| | 8. Read aloud the *Student Organizer Sheet*. |
| | 9. Remind students: |
| | – which scoring approach you will be using for the Portfolio component (contents or interview); and |
| | – they will submit the Portfolio *Reflection Sheets* with six work samples prior to June 7, 2004. |
| (check ✔) | **During the Portfolio component** |
| | 1. Students who are present will have signed the *Attendance Form*. The names of absent students should be written on the *Attendance Form* so that these students will have a booklet number for subsequent sessions of the test. |

| | |
|---|---|
| | 2. Ensure that each student absent at the session for the distribution of Portfolio materials completes a *Demographic Data Form*. |
| | 3. Verify that all the information on each *Demographic Data Form* is accurately printed and shaded. Ensure that the section asking for program information is accurate and complete. |
| | 4. Place all used *Demographic Data Forms* in numerical order in the labelled envelope provided. Do not use elastic bands, staples or paper clips as these may damage the sheets. Store the forms in a secure location until they are to be forwarded to the Assessment and Evaluation Branch (after the Written Test is completed). |
| (check ✔) | **Ending the Portfolio component** |
| | 1. Distribute the *Portfolio Folders*. Ensure that students have the same booklet number on their folder as recorded on the *Attendance Form*. |
| | 2. As each student submits a Portfolio (contents approach) or completes an interview (interview approach), indicate with a "✔" in the "Portfolio Submitted" column of the *Attendance Form*. If a student does not submit a Portfolio or undergo an interview, leave a blank space for that student under the "Portfolio Submitted" column of the *Attendance Form*. |
| | 3. As students submit the Portfolio (contents approach), ensure that the standards test (booklet) number on each *Reflection Sheet* matches the *Portfolio Folder* number. |
| | 4. Ensure that the number of checkmarks in the "Portfolio Submitted" column matches the number of the Portfolio(s) submitted for the marking (contents approach) or matches the number of interviews completed (interview approach). |
| | 5. Stack the Portfolios in numerical order. |
| | 6. Store the Portfolios (contents approach) and the *Portfolio Scoring Sheets* in a secure location until marking begins. |
| | 7. Begin completing the *Supervising Teacher Report*. Note any unusual circumstances on this report. |
| (check ✔) | **Marking the Portfolio component** |
| | 1. a) Contents approach<br>Retrieve the Portfolios and the *Portfolio Scoring Sheets* from the secure location. Ensure the standards test (booklet) number on the *Portfolio Folder* matches the *Portfolio Scoring Sheet*. |
| | b) Interview approach<br>Retrieve the *Portfolio Scoring Sheets* from the secure location. Ensure the standards test (booklet) number on the *Portfolio Scoring Sheet* is accurate for the student being interviewed. |
| | 2. Score the Portfolio component using the recommendations in the *Portfolio Guide for Teachers*. |

| | |
|---|---|
| | 3. Record student marks on the *Portfolio Scoring Sheets*. Keep a separate record of each student's results for your file. |
| | 4. Place the *Portfolio Scoring Sheets* in numerical order in the envelope provided. |
| | 5. Store *Portfolio Scoring Sheets* in a secure location until they are shipped to the local marking site, if a centralized model is used. |
| | 6. Complete the *Student Registration Update Form* for any students who have transferred in or out of the school following the test registration date. Use the *List of Reason Codes to Record Changes in Standards Test Student Registration Numbers* provided in Appendix VI, page 36. |
| | 7. Record and shade in the appropriate Drop-in Code on the generic *Demographic Data Form* for those students who were not included at the time of registration but were present to write the test (see Appendix IV, page 34). |
| | 8. The student Portfolios (contents approach) remain with the school. They are **not** forwarded to a local marking site nor are they to be forwarded to the Assessment and Evaluation Branch. |

Store ALL standards test materials in a secure location. The materials are required for the remaining two components of the standards test.

## Checklist of Procedures (Project)

| (check ✔) | **Advance Preparations** |
|---|---|
| | 1. Check with your principal to ensure that: |
| | – appropriate scheduling and allocation of space for the Project component has occurred; |
| | – the Project materials itemized on the *Packing List* have been inventoried; and |
| | – arrangements have been made to accommodate the adaptations approved for any students. |
| | 2. Notify students in advance of the: |
| | – due date for submission of the Project report; |
| | – dates and times of the three sessions of the Project component; and |
| | – materials needed to complete the Project report. |
| | 3. Ensure that you have extra supplies and that there is a functioning pencil sharpener and stapler in the room. Students must not exchange materials during the test. |
| | 4. If there is more than one teacher supervising the test, photocopy the *Supervising Teacher Report*. |
| (check ✔) | **Prior to the Project component** (Please review before each of the 3 sessions) |
| | 1. Ensure that you have access to the following materials: |
| | – *Packing List*; |
| | – *Project Resource Packages*; |
| | – *Attendance Forms*; |
| | – *Demographic Data Forms* (for students who have arrived since the start of the Portfolio component); |
| | – *Student Registration Update Form*; |
| | – *Project Scoring Sheets*; |
| | – *Supervising Teacher Report*; and |
| | – *Administration Manual for Supervising Teachers* (this document). |
| | 2. Count the *Project Resource Packages*. The number of packages should equal the number requested by the school plus additional packages. The amount should also match the number on the *Packing List*. |
| | – If you need to split a bundle of *Project Resource Packages* between classrooms, make a photocopy of the *Attendance Form*. If you need to split a bundle of Written Tests between classrooms, refer to the *Attendance Form*. |

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| | 3. Arrange the desks so they are spaced as far apart as possible.<br>**Note:** Students may be seated in a circle for brainstorming/group discussion portions of the test, if this is normal classroom practice. Appropriate space should be allowed to accommodate this option. |
| | 4. Make arrangements per school policy to ensure that students who are exempted from writing the test are accommodated in an alternate setting. |
| (check ✔) | **Session 1** |
| | 1. Distribute the *Project Resource Packages*. Verify that the booklet number corresponds with the student's number on the *Attendance Form*. |
| | 2. Ensure that any students who have not completed a *Demographic Data Form* do so at this time. |
| | 3. Write the time and date of the next session on the board. |
| | 4. Remind students of the Project report due date. |
| | 5. Begin the Project brainstorming session by reading aloud the introductory pages of the *Project Resource Package*. |
| | 6. Instruct students to individually skim through the *Project Resource Package*. |
| | 7. Allow students to orally share ideas related to the Project. Maintain an orderly discussion. |
| | 8. Use the *Attendance Form* to complete the section titled "Student Attendance During Project Sessions". Indicate that a student is absent by recording an "A" on the *Attendance Form*. Students absent for any of the three Project sessions may be granted a make-up session at the classroom teacher's discretion (see sample *Attendance Form*, Appendix V, page 35). |
| | 9. At the conclusion of the session, collect and stack the *Project Resource Packages* in numerical order. |
| | 10. Verify and place all additional *Demographic Data Forms* in numerical order with those already completed. |
| | 11. Please note any unusual circumstances on the *Supervising Teacher Report*. |
| | 12. Return the *Project Resource Packages* and any additional *Demographic Data Forms* to a secure location of the school. Place all additional *Demographic Data Forms* in numerical order with those already completed. |
| (check ✔) | **Session 2** |
| | 1. Distribute the *Project Resource Packages*. Ensure that students have the same booklet as they had for Session 1. |
| | 2. Ensure students work independently. |
| | 3. Ensure that any students who have not completed a *Demographic Data Form* do so at this time. |
| | 4. Use the *Attendance Form* to indicate each student's presence or absence at Session 2. |

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| | 5. At the conclusion of the session, collect and stack the *Project Resource Packages* in numerical order. |
| | 6. Verify and place all additional *Demographic Data Forms* in numerical order with those already completed. |
| | 7. Please note any unusual circumstances on the *Supervising Teacher Report*. |
| | 8. Return the *Project Resource Packages* and *Demographic Data Forms* to a secure location in the school. |
| (check ✔) | **Session 3** |
| | 1. Distribute the *Project Resource Packages*. Ensure that students have the same booklet as they had for Session 1 and Session 2. |
| | 2. Ensure that any students who have not completed a *Demographic Data Form* do so at this time. |
| | 3. Ensure students work independently. |
| | 4. Use the *Attendance Form* to indicate each student's presence or absence at Session 3. |
| | 5. As students submit their reports for the Project component of the standards test, ensure that the standards test (booklet) number is clearly indicated on the completed project and matches the information on the *Attendance Form*. **Each student must have the same standards test (booklet) number on all materials pertaining to the three components of the test.** |
| | 6. Place a "✔" on the *Attendance Forms* in the "Project Submitted" column once students have submitted their Project report. |
| | 7. Stack the students' Project reports in numerical order. |
| | 8. Stack the *Project Resource Packages* in numerical order. |
| | 9. Complete the *Student Registration Update Form* for any students who have transferred in or out of the school following the test registration date. Use the *List of Reason Codes to Record Changes in Standards Test Student Registration Numbers* provided in Appendix VI, page 36. |
| | 10. Record and shade in the appropriate Drop-in Code on the generic *Demographic Data Form* for those students who were not included at the time of registration but were present to write the test (see Appendix IV, page 34). |
| | 11. Note any unusual circumstances on the *Supervising Teacher Report*. |
| | 12. Ensure that the number of check marks in the "Project Submitted" column on the *Attendance Form* matches your count of the student Project reports. |
| | 13. Return the Projects (student reports) and *Project Resource Packages* to a secure location in the school. Place all additional *Demographic Data Forms* in numerical order with those already completed. |
| (check ✔) | **Marking the Project component** |
| | 1. Score the Project component using the recommendations in the *Project Scoring Guide*. |

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| | 2. Record student marks on the *Project Scoring Sheets*. Keep a separate record of each student's results for your file. |
| | 3. Place the *Project Scoring Sheets* in numerical order in the envelope provided. |
| | 4. Store *Project Scoring Sheets* in the same secure location as the *Portfolio Scoring Sheets* until they are shipped to the local marking site, if a centralized model is used. |
| | 5. The student Projects remain with the school after marking. They are **not** forwarded to the Assessment and Evaluation Branch. |

Store ALL standards test materials in a secure location. The materials are required for the remaining component of the standards test.

## Checklist of Procedures (Written Test)

| (check ✔) | **Advance Preparations** |
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| | 1. Check with your principal to ensure that: |
| | – appropriate scheduling and allocation of space for the Written Test has occurred; |
| | – the Written Test materials itemized on the *Packing List* have been inventoried; |
| | – a replacement supervisor is available to accompany students who must temporarily leave the room during the Written Test; and |
| | – arrangements have been made to accommodate the adaptations approved for students. |
| | 2. Ensure that all subject-related materials have been removed from the walls and boards. |
| | 3. Notify students in advance of the: |
| | – time, location and duration of the Written Test; |
| | – materials needed to write the Written Test (see page 6); |
| | – *Written Test Rules* (see Appendix I, page 31); |
| | – list of *Directing Words* (see Appendix II, page 32); and |
| | – requirement to remain in the Written Test room for at least 45 minutes. |
| | 4. Ensure that you have extra supplies and that there is a functioning pencil sharpener and stapler in the room. Students must not exchange materials during the Written Test. |
| | 5. If there is more than one teacher supervising the Written Test, photocopy the *Supervising Teacher Report*. |
| | 6. Review the sample forms in the Appendices. |
| (check ✔) | **Prior to the Written Test** |
| | 1. Ensure that you have access to the following materials: |
| | – *Packing List*; |
| | – *Written Test Student Booklets* (+ 4 extra copies); |
| | – *Written Test Resource Packages* (+ 4 extra copies); |
| | – *Attendance Forms* (already initiated during the Portfolio and Project components); |
| | – *Student Registration Update Form*; |
| | – *Demographic Data Forms* (in envelope provided for storage); |
| | – scoring sheets; |
| | – *Supervising Teacher Report*; |
| | – *Supervising Teacher Feedback Form*; |

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| | – *Principal Feedback Form* (this must be given to the principal and collected before returning test materials to the department); |
| | – *Administration Manual for Supervising Teachers* (this document); and |
| | – labelled envelope for return of materials to the Assessment and Evaluation Branch. |
| | 2. Count the *Written Test Student Booklets* and the *Written Test Resource Package* booklets. The number of test booklets and resource packages should equal the number requested by the school plus four additional test booklets and resource packages. This number should also match the number on the *Packing List*.<br>If you need to split a bundle of Written Tests between classrooms, refer to the *Attendance Form*. |
| | 3. Arrange the desks so they are spaced as far apart as possible. |
| | 4. Make arrangements per school policy to ensure that students who are exempted from writing the test are accommodated in an alternate setting. |
| (check ✔) | **Beginning the Written Test** |
| | 1. Use the *Attendance Form* to distribute: |
| | – *Written Test Student Booklets*; and |
| | – *Written Test Resource Packages*. |
| | 2. Ensure that each student receives the correct test booklet by verifying that the test booklet number corresponds to the student name recorded on the *Attendance Form*. |
| | 3. Read aloud to students the *Written Test Rules* (Appendix I, page 31). Read aloud pages *i–iii* in the *Written Test Student Booklet*. |
| | 4. Remind students to:<br>– pace themselves in writing the test; and<br>– check over their work to ensure that all questions have been attempted. |
| | 5. **Instruct students to turn the page and begin. Record the start time on the *Supervising Teacher Report*.** |
| (check ✔) | **During the Written Test** |
| | 1. Record and shade in the appropriate Reason Code on the **pre-printed** *Demographic Data Form* for all students who were absent for **all** sessions (see Appendix III, page 33). |
| | 2. Record and shade in the appropriate Drop-in Code on the **generic** *Demographic Data Form* for those students who were not included at the time of registration but were present to write the test (see Appendix IV, page 34). |
| | 3. Complete and check the *Student Registration Update Form* for any students who have transferred in or out of the school following the test registration date. Use the *List of Reason Codes to Record Changes in Standards Test Student Registration Numbers* provided in Appendix VI, page 36. |

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| | 4. Halfway through the test session, advise students of the amount of time remaining by writing it on a board. |
| (check ✔) | **Ending the Written Test** |
| | 1. Inform students that the Written Test has ended. Ask them to stop writing. |
| | 2. Collect the *Written Test Student Booklets* and the *Written Test Resource Packages* from each student. |
| | 3. As students submit their test materials, ensure that each *Written Test Student Booklet* number matches the information on the *Attendance Form*. Each student must have the same number on all documents for all three components of the standards test. |
| | 4. Place a check "✔" on the *Attendance Form* under the column headed "Written Test Booklet Submitted" as students submit their booklets. |
| | 5. **Record the time students finish writing the test on the *Supervising Teacher Report*.** Do not include the extra time given for late arrivals or for students with adaptations. |
| | 6. Stack the *Written Test Student Booklets* in numerical order. |
| | 7. Complete the *Supervising Teacher Report*. Note any unusual circumstances on this report. |
| | 8. Ensure that the number of check marks in the "Written Test Booklet Submitted" column on the *Attendance Form* matches your count of the *Written Test Student Booklets*. |
| | 9. Make one or two copies of the *Attendance Form* and *Supervising Teacher Report*. One copy of each must be retained by the school and one forwarded to the local marking site, if a centralized marking model is used. |
| | 10. Collect the *Principal Feedback Form*. |
| | 11. Complete the *Supervising Teacher Feedback Form*. |
| | 12. Return all Written Test materials and feedback forms to the secure area in the school until the commencement of marking in your school or until materials are forwarded to the local marking site. |
| (check ✔) | **Marking the Written Test** |
| | 1. a) Centralized Local Marking<br>Store *Portfolio*, *Project* and *Written Test Scoring Sheets* in the same secure location until they are shipped to the local marking site.<br>Follow the recommendations in the *Information for Local Marking of Senior 4 Consumer Mathematics (40S) Standards Test* and the *Written Test Marking Guide*. |
| | b) Individual Local Marking<br>Follow the instructions in the *Written Test Marking Guide*. |
| | 2. Record student marks on the *Written Test Scoring Sheets*. Keep a separate record of each student's results for your file. |

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| | 3. Place the *Written Test Scoring Sheets* in numerical order in the envelope provided. |
| | 4. The *Written Test Student Booklets* remain with the school after marking. They are **not** forwarded to the Assessment and Evaluation Branch. |

Prepare test materials from all three components of the Senior 4 Consumer Mathematics (40S) Standards Test for shipping according to the instructions on the following pages.

## Points to Remember

- Remain in the classroom throughout the entire test session and engage in work solely related to the duties of supervising the test.
- A replacement supervisor must be available to assist you.
- Store all documents not in use in a secure area in the school.
- Ensure that once a booklet number has been assigned to a student, all materials distributed to that student have the same booklet number.
- Students may **not** have access to their *Project Resource Packages* between sessions.
- Students may **not** bring anything produced outside of class into the Written Test session.

## Submitting Materials

Schools may use a variety of marking models for the Senior 4 Consumer Mathematics (40S) Standards Test. The directions for returning test materials are specific to the marking model used.

### School-based marking and centralized marking (one or more components scored at a central location)

#### Before marking

#### Method 1

All materials are brought by teachers **to the marking location**. The Local Marking Coordinator forwards all necessary materials **to the Assessment and Evaluation Branch**.

It is essential that the following materials are packaged and forwarded **to the local marking site** immediately after completion of the test on June 7, 2004:

- **All used** *Written Test Student Booklets*;
- **All used** *Written Test Scoring Sheet*;
- Copy of the *Supervising Teacher Report*;
- **All used** *Portfolio Scoring Sheets*;
- **All used** *Project Scoring Sheets*;
- **All original** *Attendance Forms*;
- **All used** *Demographic Data Forms* (in envelope provided);
- *Student Registration Update Form*;
- *Supervising Teacher Report*;
- *Supervising Teacher Feedback Form*;
- *Principal Feedback Form*; and
- **All** damaged or misprinted booklets.

*OR*

#### Method 2

Only the written test-related materials are brought by the teacher **to the marking location**. The teachers forward all other necessary materials **to the Assessment and Evaluation Branch**.

It is essential that the following materials are packaged and forwarded **to the local marking site** immediately after completion of the test on June 7, 2004:

- **All used** *Written Test Student Booklets*;
- **All used** *Written Test Scoring Sheets*;

- Copy of the *Attendance Forms*; and
- Copy of the *Supervising Teacher Report*.

All other documentation should be verified and returned **to the Assessment and Evaluation Branch** by the supervising teacher after completion of the test on June 7, 2004.

- **All used** *Portfolio Scoring Sheets*;
- **All used** *Project Scoring Sheets*;
- **All original** *Attendance Forms*;
- **All used** *Demographic Data Forms* (in envelope provided);
- *Student Registration Update Form*;
- *Supervising Teacher Report*;
- *Supervising Teacher Feedback Form*;
- *Principal Feedback Form*; and
- **All** damaged or misprinted booklets.

## School-based and classroom-based marking (all three components scored by classroom teacher)

When local marking is done at the school or classroom level, the school is responsible for sending the materials to the Assessment and Evaluation Branch.

After local marking is completed, prepare a package to be received by the Assessment and Evaluation Branch no later than June 7, 2004.

The package must include:

- **All original** *Attendance Forms*;
- **All used** *Demographic Data Forms*;
- *Student Registration Update Form*;
- *Supervising Teacher Report*;
- *Supervising Teacher Feedback Form*;
- *Principal Feedback Form*;
- **All** *Portfolio Scoring Sheets*;
- **All** *Project Scoring Sheets*;
- **All** *Written Test Scoring Sheets*; and
- **All** damaged or misprinted booklets.

## Shipping materials to the department

**Jurisdictions within the City of Winnipeg** send packages directly to the Assessment and Evaluation Branch via Mid-Canada Courier (989-5630). The person placing the call should quote **account number E901,** give the jurisdiction name, address, and the name of the contact person.

**Jurisdictions outside the City of Winnipeg** return their package by Xpresspost. It is very important to package all materials in the **Xpresspost Flexipack envelope** provided whenever possible.

After the package is sealed, deliver it to the local post office.

We have provided sufficient materials for the return of **one** envelope/package. If you must send a second envelope/package, photocopy the mailing address label and affix the copy to the second package. Note you must use a photocopy of the mailing address label as it provides Canada Post with billing information. Ask the postal clerk for an additional bar code label to attach to the second envelope/package. Ensure that the school representative retains the bar code number in case tracing the package is required.

Return **all** scoring sheets. We remind you that payments will be made according to the number of completed marking sheets received.